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ABSTRACT

A 3-day conference on the child-oriented primary school was convened in Vienna for the purposes of disseminating findings of the Council of Europe's Council for Cultural Cooperation's (CDCC) Project No. 8, Innovation in Primary Education (IPE), and examining issues relating to a review of Austria's primary school curriculum. Participants were academics, teacher educators, inspectors, head teachers, lower secondary and primary teachers, and representatives of teacher unions and parent associations. A total of 11 member states of the Council of Europe were represented. A review of CDCC's elementary school project was followed by lectures on: (1) tasks and aims of the primary school; (2) opportunities and limits of integration for pupils with special needs; (3) new approaches to learning and teaching in primary school; and (4) alternative models for the organization of the introductory period of schooling. Interrelated topics were discussed in group sessions; these concerned individualization of instruction, various types of primary schools, integration of special needs students, new approaches to teaching and learning, organization of the school entrance phase, new information technologies, school libraries, and the effect of elementary school change on schools of higher education. The concluding presentation compared elementary schools in several countries. (RH)

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"Innovation in primary education"

Dissemination of the project's findings

13th National Seminar:
Austria - Vienna, 29-31 March 1989

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The CDCC's Project No. 8:
"Innovation in Primary Education"

DISSEMINATION OF THE PROJECT'S FINDINGS - 13th NATIONAL SEMINAR

AUTRICHE - Vienna, 29-31 March 1989

Report written by

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The points of view expressed in this report do not necessarily reflect those of the Council for Cultural Co-operation of the Council of Europe

COUNCIL FOR CULTURAL CO-OPERATION (CDCC)
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INTRODUCTION

Organised by the Austrian Federal Ministry of Education in co-operation with the Ludwig Boltzmann Institut - an institute linked to the University of Vienna and specialised in the comparative study of educational systems at all levels - this seminar had the two-fold aim of:

- disseminating the findings of Project No. 8 on "Innovation in Primary Education" carried out by the Council of Europe's Council for Cultural Co-operation (CDCC) and

- examining issues relating to Primary Curriculum Review in Austria.

Discussions took place in plenary and in group sessions, the participants - about 380 in plenary and 150 in group sessions - including academics, professors from teacher training colleges, inspectors, headteachers, lower secondary and primary teachers, and representatives of teacher trade unions and of parent associations.

Represented at the seminar were the following member states of the Council of Europe: Belgium, Cyprus, France, the Federal Republic of Germany, Ireland, Liechtenstein, Malta, Sweden, Turkey, the United Kingdom and Yugoslavia.

The seminar was opened by the Moderator, Mag. Leo Leitner, Director General, Federal Ministry of Education, Arts and Sports and guests were welcomed to the venue, the AK-Bildungzentrum, by the Secretary General of the Austrian Chamber for Labourers and Workers, Herr Franz Mrkwicka.

The programme appears in Appendix 1, page 30.

Address of the Federal Minister for Education, Arts and Sports, Dr. HILDE HAWLICEK

This national seminar, set in a European context and involving Austrian educationalists of all levels, offers an opportunity to draw comparisons, identify challenges, make recommendations and inform the public.

Child-oriented primary education recognises the autonomy of the child, recognises its individual interests and abilities and accepts its right to be treated as a child and not as a young adult. The primary school, the school of childhood, is now pupil-oriented and applies a curriculum which promotes pupil activity, encourages stimulation and rejects selection.

Such a curriculum, piloted by one thousand teachers from all provinces, has recently been introduced into Austrian primary schools and Austrian teacher training has been modified accordingly.

In addition, demand for the all-day school may soon be met while continuity between primary and secondary education may be strengthened through intensified co-operation and exchange between primary and secondary school teachers.

The main aim of this seminar is to ascertain how a child-oriented school may best achieve its objectives.

LECTURES IN PLENARY SESSION

The Elementary School Project of the Council of Europe's Council for Cultural Co-operation - aims, contents, trends and further developments

Dr. Giulia PODESTÀ LE POITTEVIN

The Council of Europe representative thanked the Austrian authorities for their hospitality and stressed Austria's important contribution to Council of Europe activities in the field of education and culture.

Project No. 8 provides the setting for Austria's new curriculum and for this seminar. Emanating from the Council of Europe's historical and productive linking of education, culture and human rights and in keeping with its notion that education must be the absolute priority of all budgets and develop human creativity in all its aspects, Project No. 8 envisages a primary school (a school of children, for children) which applies its curriculum through the joint action of public authorities, educationalists, parents and pupils so as to promote the psychological, emotional and physical development of children and provide them with the basis for life-long learning.

Aiming to guide educational systems on how best to respond to the pressures, external and internal, exerted on them today, Project No. 8 supplemented scientific research with case studies, school visits, conferences, symposia, courses and seminars and used a network of twelve "Contact Schools" in member countries, dedicated to innovation, in which to conduct practical experiment.

Concentrating on the rallying theme of innovation, seen as a dynamic response to pressure, it outlined in its final report its notion of the primary school, of the aims of primary education, of teacher training, of curriculum and of assessment and asserted that innovation is not an end in itself but a process which, rooted in freedom, takes account of disciplines that give access to the universal and caters for children in all their richness and complexity.

Many countries have, as elements in the dissemination of Project No. 8, carried out national reviews of primary education which may later form the basis of a further project dimension aimed at deepening our understanding of areas such as teacher training, the management of education, the curriculum and the organisation of school time.

Dr. Podestà Le Poittevin concluded by thanking Professor Dr. Wilhelm Wolf for his contribution to Project No. 8 and to the organisation of this national seminar. She also thanked the General Rapporteur, the lecturers, the leader of the Round Table, those

members of the project group present as national delegates, other national delegates and observers, the lecturers from the host country and all participants.

Task and goal of the primary school

Univ. Prof. Dr. RICHARD OLECHOWSKI

PRINCIPLES - A child-oriented primary school promotes continuity between play and learning activities through use of different forms of open learning and teaching. By means of comprehensive teaching, it embeds all learning in the life processes of the child. It eschews selection and promotes maximum integration for all in the appropriate age cohort.

GOALS - A child-oriented primary school (1) supports, with verbal evaluation providing feedback, the "catching up" of developmental processes delayed due to regional, social, developmental or ethnic deprivation, (2) acts not as a selection instrument but as an autonomous institution, (3) practises maximum individualisation of instruction, (4) provides pupils with the experience of success and avoids the incidental teaching of failure, (5) enables pupils to acquire basic cognitive, affective (emotional and social) and psycho-motor skills, the latter seen not as mere supports for cognition but as independent areas of learning.

Such a primary school is both child-oriented and humane.

The integration of pupils with special needs - possibilities and limits

Prof. Dr. REINHARD LEMPP

Special schools similar to those provided for the blind and the deaf were later provided for pupils whose particular needs prevented them from meeting the expectations of the ordinary school. Categorised according to perceived pupil deficits, these schools were but partially effective (since handicaps do not occur in isolation but bring other handicaps with them) and resulted (i) in the relatively arbitrary classification of children in accordance with particularly conspicuous defects and (ii) in failure to provide for the autistic, in particular those among them who were highly gifted or suffered from partial dysfunction only.

A school in which cognitive (and in particular verbal/auditory) achievement is the criterion for success cannot respond appropriately to children with special needs. By establishing a "norm" which fails to match the reality of life or the demands of later life, such a school frustrates the integration of special children and instead solidifies hierarchy and separation. There is a view that the increasing prevalence of youth psychiatric disorders such as school phobia and anorexia may symptomise refusal to conform to a norm.

Attention must be directed to positive available ability rather than to deficit, to providing smaller classes and individual care, to developing the affective and social as well as the cognitive in pupils and to equalising pupils' opportunities for achievement in the broad sense. Integration requires, not that the special child conform to the norm, but that the school broaden the norm to include the special child.

New approaches to learning and teaching in the primary school

Dr. BRIGITTA SCHEIBER

The concept of a child-oriented primary school is not original: however, certain action is required now in the light of our principled understanding of this concept.

"Openness", difficult to define, represents itself as a marked opening onto differentiated areas and a vigorous orientation of the pupil towards a complete education.

The new Austrian primary school curriculum introduced in 1986 offers a foundation for the operation of "open" learning including learning through play (which leads to the timely emergence of conscious, independent and purposeful learning), project learning, discovery, informing, repeating and practical learning.

Structures should enable the child to become involved in active learning. Were "open" learning misconstrued as the only form of good practice, however, conflicts would ensue which would hinder further constructive development.

The teacher decides the degree of openness in time, form and medium, influenced by the availability of teaching materials, the organisation of the classroom, the level of co-operation that exists with parents, colleagues and school authorities and the support and supply of teacher training.

Alternative models for the organisation of the introductory period of schooling - experience with pilot projects and project plans

OR. Dr. DIETER ANTONI

Despite the creation of the pre-primary grade, Austria has not yet solved grave problems concerning entry to primary school. Selection mechanisms (at points of entry and promotion), pressure for attainment (in, for example, the first courses of instruction) and subject-oriented learning cause problems for pupils and their parents: dislike of school, worry about school, school stress.

Yet experiential and scientific evidence suggests that a smooth entry to school supports learning, hastens readiness and positively affects future life.

In the school year 1988-89 some federal states experimented with school entry. Pilot projects organised by the Federal Ministry for Education, Arts and Sports and broadly located so as to take account of local peculiarities sought to develop a child-oriented approach in the following areas:

- first contact with school (registration taking place in the home);
- special measures in relation to first school days and weeks;
- the abolition of selection at the point of entry;
- the individualisation and differentiation of teaching (flexibility in methodology and timetable, grouping, individualisation of first courses of instruction);
- the co-operation of parents (for example as reading partners);
- the evaluation of achievement;
- classroom organisation.

First reports indicate that interested, committed teachers acting with a heightened sense of responsibility have successfully used child-oriented methods in their schools thus giving promise for the future and lending an important impetus to the present discussion on the reorganisation of the school entry phase.

FIRST MEETINGS OF THE WORKING GROUPS

First meetings of the Working Groups took place on Wednesday between 1700 and 1800 hours. Group members introduced themselves and disclosed their interests. Schools were identified, projects considered and choices made, whereupon group members discussed proposed visits with headteachers and made appropriate travel arrangements.

DISCUSSION IN PLENARY SESSION

Visits to schools were then co-ordinated and finalised in plenary session.

THE EXHIBITION

There followed an exciting photographic and visual exhibition of project-work undertaken in association with the development of Austria's new curriculum which provided varied and valuable insights into management strategies, methodologies and other aspects of child-oriented learning. Headteachers and staff members from participating schools ably and courteously provided explanation, drew attention to salient features and identified links with Project No. 8.

SCHOOL VISITS

Schools visited on Thursday morning between 08.30 and 12.00 are listed in Appendix 2, page 34.

Visitors were warmly welcomed in each school, made aware of its location, pupil population, advantages and disadvantages, told of its involvement in project work and of the emphasis it placed on pupil-orientation, activity methods, the individualisation of instruction and the promotion of continuity with the pre-school, the parents and the secondary school.

Visitors were then taken into class to observe pupils' work at first hand and were impressed by the degree to which pupils were absorbed in their tasks, by their independence, their exercise of choice and their ability in discussion. Visitors had the opportunity to become involved in pupils' activities and to examine completed projects. Teachers through their openness, helpfulness and courtesy made the visits most informative.

Further discussion between the visitors and members of the staff revealed that the pupils observed were involved in normal work aimed at enhancing their skills of choice and independence. Visitors were treated most hospitably.

THE FILM SHOW

On Thursday afternoon between 1400 and 1900 hours interesting and instructive films dealing with aspects of individualised teaching were on view to participants. Film titles are set out in Appendix 3, page 36.

THE WORKING GROUPS

Group work resumed on Thursday afternoon at 1400 hours. Groups 4 and 7, proving large, were sub-divided. Introductory talks by the moderators and guest speakers were followed by discussion and the production of conclusions and recommendations. Membership of the working groups is set out in Appendix 4, page 37.

Group 1: Possibilities of individualisation and differentiation of tuition/pupil-teacher-parent relationship

Individualisation and differentiation in instruction

Dr. JOSEF BERTSCH

Individualised, differentiated teaching responds to differences in children's readiness to learn, learning ability, interests, experience, ability to co-operate and degree of independence. Activity based, it seeks to meet pupils' needs in relation to targets, content, support, control, motivation, social forms and groups, teaching methods and processes, teaching/learning aids and homework.

It develops children's confidence, consideration for others, helpfulness, reliability, honesty, study skills, work ethic and will but requires an atmosphere of respect, a stimulating environment, flexible seating arrangements, distinct learning areas and varied learning materials.

Child-teacher-parent relationship

Prof. Dr. FRANZ PLOSSNIG

The success of individualised teaching in promoting greater independence, responsibility and democratic understanding in the child depends upon close co-operation between parent and teacher as partners with shared responsibility for the child's education. Increasingly, the quality of the school is judged on its relationship with parents.

Frequent parent/teacher meetings enable parents to be involved in, and contribute, to the school community. If necessary, the school's governing body must take steps to ensure parent participation while teacher training must equip teachers to communicate effectively with parents.

Co-operation which maximises agreement between parents and school has positive effects on the cognitive, social, and emotional development of pupils, enhances the quality of instruction and gradually transforms the school as an institution.

"I am convinced that the opportunities offered by the class and school forums, as well as by the redefined rights of school community committees, will soon lead to noticeable improvements for all - including teachers who can hope for a genuine easing of stress by parent participation." (Dr. Moritz, former Federal Minister of Education and Arts).

Individualisation of instruction/co-operation between school and parents

Dr. ANTONIS PAPADOPOULOS

Individualised instruction responds to the individuality of each pupil, respects its dignity (the cornerstone of democracy) and seeks to maximise its potential.

Evident in the past in project work, tutoring, programmed learning, cross-grade grouping, continuous progress, non-graded classrooms, and multi-age classes, it peaked during the '60s and '70s and now seems to be in some decline.

More a philosophy than a method, it affects every educational variable (school organisation, curriculum, methodology, evaluation, environment and teacher's role) and is most effective where pupils work towards a common goal in small, heterogeneous groups under a sensitive teacher (since what the teacher is and does remains in all situations the crucial variable in the classroom).

The involvement of parents in the life of the school is essential if pupils are to reach their potential and develop as both school and home desire.

Parents, the school's best friends, should be informed of school-goals and pupils' responsibilities and an open-door policy, supported by scheduled parent/teacher conferences, the annual open house, the report card and newsletter and the provision of lectures for parents, should underpin all school/parent relationships.

Conclusions

Individualised instruction responds to differences between pupils in pace of learning, willingness to learn, ability, interest, background, co-operation skill and independence. It enables pupils to deal actively, experientially and at their own pace with different subject matter. It must be used more effectively and more evenly in primary schools.

It relates to aims, objectives, content, method, teaching materials, assessment, motivation, social forms and groups and homework assignments. It requires pupil activity and participation, the social development of pupils, mutual trust between teachers and pupils and the use of diverse teaching materials, special study zones and flexible seating.

Group 2: Special forms of development in the primary school (specialised schools, all-day schools, primary schools with little structuring)

School and life rhythms of primary school children

Prof. BERNARD BARBEREAU

The study of life rhythms, in the context of economic crises, technological development, scientific progress, social psychology and the increasing importance of education generally, has aroused great interest among educationalists and concern for the future stability of the school.

Varied school systems reveal common deficiencies due to historic, geographic, climatic, economic, familial and other pressures: an excessively reduced school year, disequilibria in the school day, an overloaded school week, a heavy curriculum and insufficient recognition of the life rhythm of the child.

Recognition by all the partners, in the light of scientific research, of the importance of sleep, daily rhythms of activity and rest, daily and weekly fluctuations in mental performance and the child's energy needs outside school, and appropriate adjustment in teacher training programmes may modify the situation.

The development of educational systems, achievable through the close co-operation of all the educational partners, requires a new attitude towards school time and towards the child as an individual.

Specific developments in primary education

RR. HANS ECKER

Due to the decline in primary enrolment and the consequent decline in school size, decisions based on legal, infrastructural, cultural and social conditions will soon have to be made on the continuance of small Austrian primary schools.

The school is significant infrastructurally as an incentive to settlement and a counter to migration, culturally as a positive local force, socially as a promoter of local inter-relationship and pedagogically as a suitable location for differentiated, individualised teaching within a continuous, environmentally-based school community which promotes pupil-orientation in project work and in independent, experiential learning while stressing transmission of the spirit of the curriculum.

Special types of primary school

Dr. WALTER WEIDINGER

Selective entry to Austrian primary schools places a heavy strain on many children. School entry without selection is now being pilot tested in Vienna with groups of children from six to eight years old in pre-primary classes, first and second grades.

The pilot project 'all-day school' operating in Vienna since 1974 not only compensates for out-of-school deficits but also shows that the educationally meaningful combination of instruction time, practice time, and spare time results in the fuller development of the personality of the child. The Federal Ministry for Education, Arts and Sports is now preparing to operate this project in mainstream education.

Conclusions

School experiments should be conducted more intensively in order to try out new models of teaching.

As to the all-day school, clear definition of the concepts of teaching time, practice time and leisure time is essential.

Pilot projects should be continued, intensified and extended.

Group 3: Pupils with special needs - new ways of integration

Presuppositions from the point of view of the neuropsychiatrist

Dr. ERNST BERGER

Every child is able to learn.

Development laws are universally valid and development, the active acquisition of mankind's cultural heritage, requires an unconditional and unlimited participation in social life.

The expression 'particular needs' refers to specific conditions in which the regular patterns of human learning unfold themselves.

Impaired development in primary school children, whether biological, psychic, or social, must be considered as the basis for future development and not its final result.

Isolation is avoided by placing greater emphasis on the general rather than on the individual needs of human development in the organisation of education.

The expression 'particular needs' does not refer to any individual characteristics of a child but to the interaction between a child and its school environment. Particular needs, which may be linguistic, cultural, social, psychic or physical, are identified, not by individual psycho-diagnosis, but by an analysis of a child's situation at school.

Postulates

Dr. HEINZ GRUBER

The primary school is responsible for the education of all children including those with particular needs. The primary teacher must be trained to respond appropriately to individual children, be supported with appropriate teaching aids, personnel and advice and backed up by new policies on school entry, deferment and repetition so that s/he may deal more effectively with individual and particular pupil needs. Any additional tasks the school might be required to perform must be carefully pilot tested and adequately supported.

MARGOT BLOM

Primary school, the school for everybody, must respond to pupils' needs and thus enable pupils to experience success in their school work. In Sweden, attitudes to the education of children with particular needs have developed from rejection to acceptance, to integration, to participation in the work of the school on the pupil's own terms. School transport, technical aids, personal assistants and specially designed teaching materials are provided and those children who are unable to attend the ordinary school may join special school classes which are generally incorporated in the regular school system.

Since teachers' attitudes are profoundly important, Sweden has made special efforts to raise the competence of all teachers in the area of special education by providing appropriate in-service education for all, by including a module on special needs in all teacher training and by providing additional in-service training for special teachers.

Teachers with five years' experience may become special teachers by attending a course of 1 to 1.5 years duration which combines a basic module with specialisation in one of the following areas: complex needs, the hearing impaired, the visually impaired and the mentally handicapped. In addition to their teaching duties, special teachers act as consultants within their schools.

Schools organise special education by adjusting the timetable to enable individuals to spend more time on basic subjects, by deploying the special teacher in support of the class teacher, by temporarily grouping pupils whose particular needs are similar and by building a particular progamme, which must be approved by the parents, to meet the special needs of the individual pupil.

The potential of the new technology is continuously explored and a project has been initiated by the Swedish Institute for Teaching Materials in co-operation with the Swedish Institute for Disabled Persons to develop its use by persons with functional impairments.

In Sweden, many former boarding institutions have been converted into resource centres which offer support, advice, information and training to pupils, parents and teachers, prepare ordinary schools to receive handicapped pupils and provide necessary resources. Special advisers and planning committees operate at regional level.

Sometimes it is neither possible nor meaningful to integrate children with complex handicaps into the regular school system. Recently, in response to the need of the handicapped to meet others with similar handicaps, summer camps have been established which focus on strengths rather than on weaknesses, a growing interest has been shown in sport and activities within the project Culture in School have been well received.

Adequate support at an early age can save pupils from experiencing difficulties in school. Pre-school, junior and intermediate school are, therefore, important targets for the allocation of resources. Inputs are still needed at the senior level of compulsory school.

Conclusions

Experiments, accompanied by scientific observation and assessment, supported by adequate funding and aimed at the creation of an overall framework for integration, must become the main focus of reform.

Primary teachers and public alike must be sufficiently informed of the possibilities and limits of integration.

In-service training must equip teachers to meet the remedial and special needs of children and to deal with ethnic minorities whose mother tongue is not German.

Group 4: New ways of learning and teaching in the primary school curriculum

An empirical view of new forms of instruction and learning in primary education

Prof. Dr. WOLFGANG EINSIEDLER

In order to avoid misunderstanding, concepts such as open learning, learning by discovery and project-oriented learning must be closely defined.

Meta-analyses of open-learning/discovery carried out by Peterson (1979) and by Giaconda & Hedges (1982) on the basis of several dozen individual studies yielded highly diverging results depending on the applied criteria of effectiveness. The degree of openness achieved was found to be a decisive factor and, with regard to learning by discovery, attainment was found to be strongly dependent upon pupil background.

New approaches to instruction and learning should be accompanied by close observation and evaluation of learning processes and by the systematic introduction of new study techniques. Open learning need

not conflict with the close monitoring of individual progress while the teaching of study techniques helps to build up a meta-cognitive understanding in support of effective learning.

New forms of learning and teaching in the primary school curriculum

Prof. INGE LUSTIG

To what extent does open learning increase effectiveness?

What is the attitude of parents towards new forms of learning and towards the interface between compulsory secondary school (Hauptschule) and top-level secondary general school (allgemeinbildende hohere Schule)?

To what extent does initial and in-service teacher training "stabilise the endeavours of those who willingly and voluntarily use new forms, so that the undecided and fearful may take courage"? (Kohls, Grundschule 12/88).

What models of open teaching are available and what degree of openness is essential?

What conclusions may be drawn from the results of the inquiry on "Project Instruction at Vienna Schools"?

Child-oriented learning and instruction

Dir. Dr. ERNST JOPPICH

The Austrian primary curriculum encourages teachers to use "different forms of learning, in order to gear primary instruction to the needs of children, and to provide for liveliness and variety" (curriculum for primary schools, Vienna 1988 (3), p. 28), and recommends learning by games, open learning and project-oriented learning.

Games lighten the burden of study and relieve pressure for achievement. Teachers readily employ "educational games", useful for the attainment of a small number of limited objectives, while both teachers and parents reject other forms of play, such as free play, as being time-consuming and ineffective. Conclusions must be drawn from experience concerning the role of play in the training of the intellect.

Different approaches to open instruction are ever more widely practised in our primary schools, unsupported by any uniform or coherent theory. Spearheaded by committed teachers, they involve weekly plans and free learning phases. The working groups might identify essential elements in open instruction (organisational forms, contents, methods, approaches and techniques) and reduce conceptual discrepancies.

Project work, based on pupils' interest and experience, leads to alterations (eg in the classroom) or to the production of collages and other works. Emphasising action-oriented learning within the social, emotional, practical and cognitive domains, it involves pupils in planning and organisation and in clarifying matters of fact. Pilot projects encountered legal (duty of supervision), organisational (number and scope of excursions) and resource difficulties.

Other potential topics for discussion are the role of initial and in-service training in equipping the teacher to implement new approaches, problems arising at the point of transition from primary to secondary school, fears voiced by parents, and liaison between primary and secondary teachers.

Conclusions

Evaluation must take various forms: case studies, supervision, observation, etc.

Evaluation in reading and writing must include both methodology and content.

Research must take account of possible changes in the personality of the teacher.

Initial and in-service teacher training must emphasise interaction/communication skills.

The lesson must be seen as an element of time that has to be shaped.

The primary teacher, the expert in pedagogy, should decide goals and methods.

Children should participate in the planning of school work.

New forms of learning should go hand in hand with old.

Initial and in-service training should emphasise open learning and provide help in the form of films, seminars for the development of materials, and school visits for the mutual exchange of experience.

In the pupil-oriented primary school, process is as important as content.

The pupil should gradually take over the assessment of his own work.

Diagnostic assessment should take account of individual learning progress.

Group 5: Organisation of the school entrance phase

Or. Dr. DIETER ANTONI/Dr. JOSEF STEIDL

Enrolment, the entrant's first direct contact with the school, should be well planned, involve pupils, parents and teachers, avoid examinations, be associated with open days and involve the entrant in school events.

The first days at school should be flexibly organised, offer a variety of pre-school and school activities and involve parents.

The child should meet with familiar forms of daily life, language, play and incidental learning on entry to school and should gradually receive individualised instruction in accordance with its background and particular needs.

Differentiated teaching requires in-depth analysis of each pupil's educational background, individualised educational support for slover and more able pupils and use of flexible and open forms of instruction.

Parents will be involved in the organisation of the first school day, in the design and more able pupils and use of flexible and open forms of instruction.

Assessment, escheving comparison, will take account of process as well as content within the individual child's cognitive, emotional and social domains. Diagnostic tests, examination of process, verbal evaluation and dialogue with parents will complement or replace traditional forms of assessment.

With school entry more flexibly organised, deferment will cease.

Conclusions

Deferment of entry to regular primary school should cease. All children who are of age should be admitted and their needs should be met within a flexibly organised introductory period of either two or three years.

Legislation which runs counter to the new curriculum, to the involvement of parents in the daily work of the primary school (with regard to insurance and responsibility), and to the flexible organisation of the introductory period should be changed and the requirement that each child receive a general mark at the end of the first period of the first school year should be abolished.

The class council should decide on the information parents might receive about the school achievements of their children. The school report could be replaced by a verbal or written report to parents. Marks should not be assigned during the introductory period.

Compulsory in-service training of one week per year should be provided for teachers involved in the introductory period of primary school.

The financial provision for free school text books should be extended to include other didactic materials.

In the introductory period, class size should not exceed 20.

Finance should be provided for the purchase of school furniture necessary for successful differentiated teaching.

Legislation should provide for the establishment of project schools and nationvide permanent vorkshops on child-oriented teaching in the introductory period of primary school.

Intercultural learning must be mandatory in Austrian primary schools and supported by the establishment of regional intercultural vorkshops.

Guidelines should be prepared on the flexible initiation of children into primary school.

Group 6: Towards a method-didactic conception of "primary courses of instruction" and working materials: new information technologies, school libraries

The didactics of initial reading instruction

Prof. LUDWIG BOYER

Learning to read, a complex process, begins at different ages and proceeds at different speeds and in different ways with different children. Closely connected with the surrounding civilisation and culture, it is tied to the existing system of letters and writing and involves the analysis of acoustically and visually recognised language elements, the perception of correspondences between phonomes and graphemes and the association of the smallest units or unit bundles to form words which are reproduced orally and filled with meaning.

Since children eventually achieve "self-organisation of the learning process" (Hofer, 1986), initial reading instruction should be child-oriented, use stimulating materials and situations and continuously seek to enlarge the child's experience of books.

The acquisition of reading, writing and spelling skills is dependent upon good oral competence. Mistakes are an "integral part of any learning process" and full use should be made of their "productive power" (Spitta, 1988). Mistakes made in spelling during the initial stages of writing do not influence future spelling performance.

Open forms of primary reading and writing instruction

Mag. Dr. GUNTHILDE SCHMOLZER

By substituting primary for secondary motivation, beginners develop a stronger interest in reading matter which then becomes more closely related to their experience and assumes a "practical value for life". (GROSSMAN).

The independent drafting of text, if fostered from the beginning, has positive effects on essay writing and text drafting at higher levels and in later life: text illustration promotes creativity; handwriting and spelling skills improve with the "publication" of texts (stories, booklets, correspondence, texts for the pin-up board, a school magazine); pupils acquire information handling and self-correction skills which enhance their self-reliance; instruction is properly individualised and differentiated and pupils acquire a positive self-image.

The BCD (Bibliothèque Centre Documentaire in the French primary school

CHRISTA ZRZAVY

In the sixties, French teachers' recognition of the need to make education child-oriented gave rise to the concept of the BCD, 3,000 of which were established on a legal basis in France between 1973 and 1989. The BCD at the Lycée Français de Vienne is the first of its kind outside France and will be fully operational in autumn 1990.

The BCD is the architectural and pedagogical centre of the school to which all have free access, a place of education and pleasure, communication and integration, generating total pedagogical change with emphasis on child-orientation and individualisation particularly in project work and reading. Its operation requires team work and commitment from all concerned (management, teachers, pupils and parents) leading to overall curricular and administrative harmony).

Information is concentrated in the BCD: reference books, information books, periodicals, newspapers, age-appropriate reading materials, pictures, placards, cassettes, records, videos and temporarily at least, productions emanating from class, group or individual teaching.

Space in the BCD is apportioned to match pupils' needs: a relaxation corner provides carpets and cushions; a work corner is equipped with appropriate furniture; an information corner provides information, news and small exhibitions; a control corner gives access to registers and card-indexes; a production corner is equipped with photocopiers, typewriters and printers.

Each BCD is unique in that its centre of gravity, its annual targets and its "rules" are formulated by its own lecture committee composed of teachers, parents and pupils. Each BCD aims to motivate pupils, in close co-operation with teachers, parents, other pupils and adults, in the independent discovery of knowledge. Each BCD, as spiritual, pedagogical and architectural centre of its school, places its singular stamp on all members of the school community.

Conclusions

A variety of graded reading and writing schemes should be provided.

With the teacher as a helper and friend, pupils should have the freedom to decide where to begin reading and how to proceed.

School legislation should provide for the establishment of school libraries serving both pupils and teachers and supporting the concept of open learning as applied to the acquisition of reading skills.

New information technology should be provided.

Group 7: Developments in the field of elementary schools and their effects on schools of higher education

Hofrat KARL HAAS/Abteilungsleiter HELMUT WALLMANN

Most secondary teachers know primary school only through the experience of their pupils or, as parents, through the experience of their children.

Children, on transfer to secondary school, meet a new form of organisation in which the subject teacher replaces the class teacher.

Primary school has its own unique educational task to perform.

The expectations of primary school leavers are often too high.

Assessment in primary school differs from that in secondary.

Transfer from primary to secondary school has implications for researchers, teacher educators and parents.

Recent developments in primary education provide a stimulus for the discussion of new pedagogical ideas and for increased contact between teachers at first and second level.

Conclusions

Appropriate initial and in-service training should be provided for both primary and secondary teachers aimed at promoting continuity between primary and secondary education.

Schools and teachers should be afforded greater independence in suiting the curriculum to local requirements.

Training offered to teachers in secondary schools should afford them an insight into primary education.

Communication between primary and secondary teachers should be formalised.

In addition to innovations which have been tested in the course of scientific school experiments, other reforms should find their way into day-to-day school life.

The practical implementation of child-oriented teaching should receive special consideration.

Pupil performance and behaviour should be assessed on an individual basis in the first grades of secondary school as in primary school.

A reduction in the maximum number of pupils per class is essential in both primary and secondary school if the principles of child-oriented education are to be practised.

The transitional character of the first grades of secondary school must be recognised, particularly in regard to evaluation, subject teaching and the allocation of headteachers' time.

The leap from 26/27 teaching units in the fourth grade to 32 in the fifth is too great and must be lessened.

Secondary school should so adjust as to lead pupils gradually from a child-oriented to subject-oriented approach.

Primary school, an independent institution, has no obligation to prepare children for a specific type of secondary school.

Continuity between the fourth year of primary school and the first year of secondary school has improved due to the heightened sensitivity of secondary teachers.

The secondary school form master, an important contact person for first year pupils, should timetable opportunity for these pupils to discuss aspects of secondary school life.

The secondary school teacher should recognise that the nev pupil is exposed to changed organisational structures.

Teachers of senior classes in primary school and of first forms in secondary schools should have access to each other's curriculum, exchange visits to facilitate the observation of classroom practice at each level and receive additional teacher training.

Group work and project work should be intensified in secondary schools.

The secondary school should make due allovance for the background and ability of the first year pupil by giving sufficient time for the completion of tasks, protection from pressure to obtain marks and precise information on curricular aims, teaching methods and assessment procedures.

The secondary school should recognise the demand made on the first year pupil by expanded language registers.

Primary and secondary schools should co-ordinate their approach to homework which should be marked regularly.

Early and regular parent/teacher contact is necessary. In particular, parents need to be informed about the school's method of assessment.

Teamwork among teachers should be integral to the educational system, teaching materials should be exchanged and joint courses for primary and secondary school teachers provided.

Parents have a right to be accurately informed of the options open to their children after primary school. In educating the whole child, schools must provide for its smooth and humane transition from one level to the next.

THE ELEMENTARY SCHOOL IN INTERNATIONAL COMPARISON

Leader of the Round Table: DON HOLLINGSWORTH, HMI

Belgium (Arlette Bourgueil)

Compulsory schooling in Belgium extends from 6 to 18 years. Primary education, a six year course, may extend to seven or even to eight years. The school year, 182 days, commences on 1st September and ends on 30th June. The school week, 28 periods at least of 50 minutes each, is spread over 9 half-days. Vacations are fixed annually by the Minister. Most schools will, at the parents' request, cater for pupils between 0730 and 1730 hours. About 30 schools are experimenting with a restructured school day.

90% of pre-primary children between two and a half and six years attend optional kindergarten. Kindergarten, primary and secondary schools are for the most part conjoined and vertical continuity is enhanced by information sessions, visits and the designation of the first two years of secondary school as adaptation years.

Handicapped children are eligible from age three to attend a suitable special school where their needs are catered for by care professionals and by teachers who do not necessarily have special training. Integration has been impeded by the structural, administrative and geographic separateness of the special and normal school systems.

The integration of migrant children is actively promoted, however, in particular through programmes aimed at equipping them with the language of the school.

All teachers have a three year basic training while special teachers have one year of special training in the third year.

Belgium has no obligatory external evaluation system. Directives emphasis that evaluation must service the learning needs of the pupil. Nevertheless, marks are awarded in many schools accompanied, in some instances, by observation schedules and pupil profiles. At the end of the sixth year of primary school successful pupils are awarded a certificate. Unsuccessful pupils and those outside the age limit may obtain this certificate by enrolling in the B class in the secondary school.

Federal Republic of Germany (Paul Diesch)

Education in Germany is organised on a federal basis and an important relationship exists between the Federal Minister for Education and the Standing Conference of Ministers from the Länder.

Children enrol in primary school from age six. There is no selection and the cycle is four years except in Berlin where it is six.

Pre-schools are privately financed and attendance is optional. All Länder take measures to promote continuity between pre-school, primary and secondary school. The pupil-teacher ratio is 25 to 2.

Up to six lessons of 45 minutes each constitute the school day and 16 to 28 (depending on grade) the school week which is spread over five, or sometimes six, days. The school year consists of 40 teaching weeks and is divided into two halves.

Basic curricular areas are supplemented by "sachunterricht" which provides a basis for history, geography and the sciences and includes aspects of sex education and road safety. A foreign language may be introduced.

All pupils receive an annual report containing a mark while those in grades three and four receive an additional half-yearly report. Assessment of scholastic achievement is based on teacher observation and appraisal of the students' oral and written work over the school year.

Initial teacher training consists of a six-month degree course at a university (teacher training college) and two years of practical teacher training. Enrolment is voluntary in in-service courses provided by individual schools, school systems and centres.

The readiness of a child to attend school is determined, where necessary, by the school's medical and psychological service and by its educational advisers. All Länder actively promote co-operation between schools and parents.

A falling population has endangered the existence of many schools especially those in rural areas. All Länder have taken measures to safeguard the local availability of good primary education and to avoid where possible the closing of schools.

Most of the migrant children who were born in the Federal Republic and attended kindergarten there are enrolled in the same manner as German children in the first year of primary school. Their cultural/linguistic background is taken into account and they are given additional assistance especially in German, the language of instruction.

The '70s witnessed the development of a child-oriented teaching style which sought balance between cognitive, emotional, creative and social learning, avoidance of curricular overload and promotion of the artistic and the creative.

Malta (Michael Sultana)

Education in Malta is compulsory from the ages of five to sixteen. The school day extends from 0830 to 1430 daily, the school week is of 30 hours, Monday to Friday and the school year, which begins with a preparation period for teachers from 15th to 18th September, consists of about 195 pupil-contact days between 19th September to 14th July. The curriculum includes Maltese, English, mathematics, religion, social studies, PE, music, art, drama, science and health education. Pupils absent because of a long illness, the children of emigrants returned late during the school year and children who need time to consolidate are allowed to repeat a year.

Nursery and primary schools share a common building, play area and headteacher. Visits to receiving schools and talks given by guidance teachers to pupils and parents enhance continuity between primary and secondary schools. Junior Lycaeums are the preferred secondary option.

Special schools cater for the mentally handicapped, the maladjusted, the physically handicapped, the hearing impaired and the visually impaired. There is a trend towards integration where possible. Additional teachers provide appropriate remedial education in ordinary schools.

Assessment is by teacher appraisal in the first three years and by formal examination thereafter. Final examinations govern entry into Junior Lycaeums.

Initial teacher training, of four years duration, includes five weeks teaching practice in each year. Optional in-service courses for heads of school and for teachers are held regularly both during and at the end of the school year and are very well attended.

Transport, school texts and exercise books, medical and dental care, medicines and milk are provided free to pupils.

School councils are composed of a president (usually someone who has been involved in education as head or inspector), a secretary/treasurer (the head of school), three teachers from the school and three parents.

Sweden (Margot Blom)

In Sweden primary education (junior and middle school) constitutes the first six years of compulsory, comprehensive education which spans the years seven to sixteen. It is characterised by class teaching (in contrast to senior school which is characterised by subject teaching) and preceded by voluntary pre-school which the municipalities must supply.

The school year, late August to mid-June, consists of 40 five-day weeks spread over two terms, autumn and spring. The school week, 20 periods of 40 minutes each in Grade 1, increases to 24 in Grade 2, 30 in Grade 3 and 33-34 in higher grades.

Swedish, English, mathematics, music, physical education, orientation subjects and handicrafts are taught and there are no examinations. Curricular goals, guidelines and syllabi are stated in general terms and each school formulates its own plan. Grants were used to improve the teaching of basic skills in the junior school and to promote continuity between junior school, pre-school and home. Similar grants nov offered to middle schools aim at improving the teaching of Swedish and mathematics.

Migrant children are either integrated or placed in classes that are half migrant, half Swedish, where the language of instruction is initially the home language.

Increased democratisation, effectiveness, responsibility for those with particular needs and decentralisation are the main aims of the Swedish system today.

In-service training, in support of curricular objectives, is available to headteachers and teachers generally.

Three levels of administration are involved in the Swedish school system, the central political level which decides goals, guidelines and financial resources, the central administrative level which ensures that goals are reached within the provision made and the regional administrative level which ensures goals are reached locally.

While average class sizes are 20.5 in junior school and 23.1 in middle school, an overall pupil-teacher ratio of approximately 10:1 is achieved by flexibly allocating grants which enable schools to promote individualised teaching and group work.

Responsibility for school welfare is fixed in the class. Needs that the class cannot meet are met by a team comprised of the headteacher, school doctor, school nurse, school psychologist and school social worker.

Pre-schools, run mainly by municipal authorities, have a low child-adult ratio and take special responsibility for those with particular needs. Continuity between pre-school and primary school is improving despite the fact that they belong to different administrative systems. The curriculum places strong emphasis on the promotion of continuity between school and home.

The United Kingdom (Don Hollingsworth)

In England, children must attend school from the school term in which they become five. Admitted without selection, they attend five days a week for three hours in the morning and two in the afternoon. The emphasis is upon educational play in the first or "reception" class.

Children of three and four years may attend nursery school and about half of four year olds do.

An established system of special schools caters for the deaf, the blind and those with major physical or intellectual handicaps. Special support services advise on the care and education of children with special defects, behavioural and emotional problems and less severe physical and intellectual handicaps. In some cases special units or small classes are attached to normal schools.

Since 1981 children with special needs receive a written statement of those needs which are met, as far as possible, within the normal school.

The Education Reform Act 1988 widens the power of the Secretary of State, establishes the right of parents to choose the school their child should attend, makes schools responsible for the management of their own expenditure, introduces grant-maintained schools, changes the national requirements relating to higher and further education and

to the administrative system of education in the Inner London area and establishes in law a national curriculum, that is, a school curriculum for all maintained schools of which there are about 4,000 at second level and 20,000 at first.

It specifies that the curriculum for all pupils of compulsory school age (five to sixteen years) include three core subjects (mathematics, English and science), seven other foundation subjects (history, geography, technology (including design), music, art, physical education and (for secondary pupils) a modern foreign language) and religious education (already required by law) which, it states, shall in the main be Christian.

It seeks to promote continuity within the curriculum in core and foundation subjects by establishing attainment targets for up to 10 levels which specify essential teaching and assessment arrangements at each level and within each subject area.

Attainment targets seek to help teachers plan their work so as to ensure continuity within the programme provided for each pupil, within the programme provided by each school and between the primary and secondary phases of compulsory education. They also seek to encourage progression and accommodate differentiation by enabling teachers, pupils and parents to be clear about what is expected next of each pupil.

Teachers retain considerable freedom in their choice of methods and materials, in their selection of detailed content and in their use of textbooks. The legislation of England does not allow particular textbooks or teaching methods to be prescribed nor does it determine how teachers organise their work.

It is proposed to assess and report on pupils' performance in relation to attainment targets at ages 7, 11, 14 and 16. The teachers' own assessments will form an essential part of the system, covering aspects of performance not readily testable by conventional means and providing rounded, qualitative judgments. Standard assessment tasks will be designed to support learning, those for seven year olds testing pupils' attainment in a range of foundation subjects.

Since the Education Reform Act was passed in July last year, two statutory bodies have been established, the National Curriculum Council (NCC) and the Schools Examinations and Assessment Council (SEAC). The former will keep the curriculum under review, advise on curricular research and development and organise consultation. The latter has awarded contracts for the development of standard assessment tasks for seven year olds, for use in core subjects in 1992, to three separate consortia at a cost of £6m. sterling.

What resources are being provided for these changes in schools? The government has already established systems of education support grants and local education authority training grants and is supporting a £50 million INSET programme in 1989-90.

The Education Reform Act 1988 will introduce certain important changes into the English school system which, already, matched education to the requirements of each individual child, grouped

children (in primary education) on the basis of age, required no one to repeat a year and involved itself in what one of our discussion papers has called 'the common educational task ... teaching the child greater independence, responsibility, and democratic understanding'.

The main subject matter of the national curriculum will be declared over the next twelve months. It will take much longer, however, to assess its impact.

REPORT BY THE GENERAL RAPPORTEUR

PATRICK LAVIN

This national seminar, which bears the title "The Child-Oriented Primary School", has its roots in Project No. 8 of the Council of Europe "Innovation in Primary Education", whose aims and methods were so ably set before us on Wednesday by Dr. Giulia Podestà Le Poittevin, Head of the School Education Division at the Council of Europe and seeks to establish that project's European notion of primary education within the Austrian system.

Indeed, the project's influence on Austrian primary education has been increasingly evident in recent years under the expert guidance and motivation of OR Dr. Wilhelm Wolf, Head of Section at the Austrian Ministry for Education, Arts and Sports and his country's representative on the project's Steering Committee, the Project Group.

Some parallels may be discerned between a project which involved all CDCC member states and used academic and other forms of research and a curriculum whose development involved all provinces in the Austrian Federal Republic and the academic capacity of the Ludwig Boltzmann Institut which, linked to the University of Vienna, specialises in comparative education and is represented here by its distinguished director, Dr. Richard Olechovski.

Organised on a grand scale as befits the magnificence of its location, Vienna, and expertly informed by its eminent lecturers, this national seminar has addressed in plenary session the major issues in modern Austrian primary education, aims, integration of children with special needs, open learning and the structure of the introductory period and further developed these and other issues in thorough group discussion and in visits to the exhibition, the film show and the schools.

This national seminar's European dimension is enhanced by the presence here, either as observers or as lecturers, of representatives at once of their states and of the project and Thursday's group work which concentrated on Austrian primary education is set in perspective by this morning's panel discussion on primary education in countries broadly representative of European traditions and trends: Belgium, the Federal Republic of Germany, Malta, Sweden and the United Kingdom.

One is impressed by the representative character, nationally and internationally, of the large attendance, by the contribution of those in attendance to question time and debate, by the professionalism of the interpreters, the excellence of the secretariat, the suitability of the venue, and the hospitality of the Austrian authorities.

Finally, it is proposed to describe innovation initiated in Austrian primary education under the influence of Project No. 8 as outlined in the address of the Federal Minister for Education, Arts and Sports, Dr. Hilde Havlicek and followed up in the informed and considered conclusions of the working groups.

RESULTS AND CONSEQUENCES OF THE CONFERENCE

Mr Dr. KLAUS SATZKE

A multitude of reports cannot easily be reduced to a few proposals. Many working group conclusions are already part of the process. We need a new beginning in a few areas only. The question is, to what extent has the pattern to be changed and a new direction chosen? In short, we must determine the present position in primary education, define the problem areas and identify the necessary strategies.

Three problem areas are identifiable: the introductory period (since selection mechanisms must be replaced so that the child avoids the experience of failure); transition to secondary school (since developments have altered the balance between primary and secondary school); and structure (since decline in the birth rate and financial limitations induce structural change). All solutions must be cost-effective.

Recent development of the Austrian curriculum has lent impetus to meaningful co-operation between experts and introduced new forms of learning which enhance teacher professionalism and challenge teacher training institutes.

Intensifed, expanded pilot projects must, however, continue to direct attention to the interaction between organisation, staffing and pedagogy in the introductory period and establish the progress of the individual child as the basis for the assessment of achievement. The problem of the small, rural school must be solved within the financial constraints.

Problems experienced by fourth grade teachers in providing consultation on assessment at transition to secondary school must be redressed and the increased demand for more varied teaching aids and materials must be met.

CONCLUSION

Dr. GIULIA PODESTÀ LE POITTEVIN

I offer my warmest thanks to the Austrian Federal Ministry for Education, Arts and Sports and to the Ludvig Boltzmann Institut for their hospitality and again applaud Austria's commitment to the activities of the Council of Europe. I was very impressed by the seminar's lectures, papers and discussions, by the general desire to constantly review the new curriculum and by the interest shown in Project No. 8 in educational circles and among the public. I was also impressed by the exhibition.

Or. Dr. WILHELM WOLF

Excerpts from yesterday's press, reports from group sessions, plenary sessions, school visits and the exhibition and reports of radio contacts are available.

I thank our host, Herr Franz Mrkvicka, and all who contributed to the success of this seminar, especially the Ludwig Boltzmann Institut and the Council of Europe. I offer special thanks to the interpreters who worked in three official languages and to those who presented the exhibition.

APPENDIX 1

PROGRAMME

Elementary School Conference 1989

PROGRAMME

"The child-oriented primary school"

Wednesday, 29 March 1989:

09.00 - 09.40	Welcome and opening of the meeting and the exhibition: Federal Minister of Education, Arts and Sports, Dr. Hilde Havlicek
09.40 - 10.20	Dr. Giulia Podestà Le Poittevin (Head of the School Education Division at the Council of Europe) The elementary school project of the Council of Europe's Council for Cultural Co-operation (aims, contents, trends and further development)
10.20 - 11.00	Prof. Dr. Richard Olechowski (University of Vienna, Ludwig Boltzmann Institute for the Development of Schools and Comparative School Research) Task and aim of the primary school
11.00 - 11.15	Break
11.15 - 12.00	Prof. Dr. Reinhard Lempp (University of Tubingen) Opportunities and limits of integration for pupils with special needs
Lunch Break	
14.00 - 14.40	Dr. Brigitta Scheiber (University of Vienna, Ludwig Boltzmann Institute for the Development of Schools and Comparative School Research) Nev approaches to learning and teaching in primary school
14.40 - 15.00	Break

15.00 - 15.40	OR Dr. Dieter Antoni (Centre for Pilot Projects and Educational Development in Klagenfurt) Alternative models for the organisation of the introductory period of schooling - experiences with pilot projects and project plans
15.40 - 16.30	Discussion
17.00	Group work (first contacts, preliminary discussions)
from about 18.00	Guided tour of the exhibition

Thursday, 30 March 1989

08.30 - 09.00	Introduction at the schools
09.00 - 09.50	Visits to classrooms
10.00 - 10.50	Follow-up discussion
	Lunch break or opportunity to visit the exhibition
14.00 - 16.00	Consultations in the seven work groups
16.00 - 16.30	Break
16.30 - 18.00	Group work

Introductory speeches by moderators or guest speakers from abroad are followed by discussion of inter-related topics.

1. Possibilities of individualisation and differentiation of tuition/pupil-teacher-parent relationship:

   BSI Josef Bertsch (Vorarlberg);
   Prof. Dr. Franz Plossnig (Tyrol);
   Dr. Antonis Papadopoulos (Director of Primary Education, Cyprus)

2. Special forms of development in the primary school (specialised schools, all-day schools, primary schools with little structuring):

   Prof. Bernard Barbereau (Inspecteur d'Academie de la Haute Saone, France);
   RR Hans Ecker (District School Inspector, Upper Austria);
   Dr. Walter Weidinger (District School Inspector, Vienna)

3. Pupils with special needs - new ways of integration:

Univ. Doz. Dr. Ernst Berger (University Clinic for Paediatric and Adolescent Neuropsychiatry, Vienna)
OR Dr. Heinz Gruber (Federal Ministry for Education, Arts and Sports)
Margot Blom (Ministry of Primary and Lower Secondary Education, Sweden)

4. New ways of learning and teaching in the primary school curriculum:

Prof. Dr. Wolfgang Einsiedler (University of Erlangen)
Prof. Inge Lustig, Vienna
Dir. Dr. Ernst Joppich (Lower Austria)

5. Organisation of the school entrance phase:

OR Dr. Dieter Antoni (Carinthia)
LSI HR Dr. Josef Steidl (Salzburg)

6. Towards a methodic-didactic conception of "primary courses of instruction" and working materials: new information technologies, school libraries

Prof. OSTR. Ludvig Boyer (Vienna)
AL Dr. Gunthilde Schmolzer (Carinthia)
Christa Zrzavy (Lycée Française)

7. Developments in the field of elementary schools and their effects on schools of higher education

HR Karl Haas (Styria)
AL Helmut Wallmann (Burgenland)

Friday, 31 March 1989:

09.30 - 10.30	The elementary school in international comparison (Leader: Mr Don Hollingsworth, HMI) Belgium: Mrs Arlette Bourgueil, Inspectrice; Federal Republic of Germany: Mr Paul Diesch, Ministerialrat; Malta: Mr Michael Sultana, Assistant Director of Education Sweden: Mrs Margot Blom, Senior Administrative Officer; United Kingdom: Mr Don Hollingsworth, HMI
10.30 - 11.00	Break
11.00 - 11.45	Report by the General Rapporteur, Mr Patrick Lavin, Inspector of Schools, Department of Education, Ireland

11.45 - 12.00 Results and consequences of the Conference
MR Dr. Klaus Satzke, Head of Division

Moderation: Mag. Leo Leitner
(Director General, Federal Ministry of Education, Arts and Sports)
MR Dr. Klaus Satzke

Planning Committee:

LSI Traude Egger
LSI Friedrich Leitner
LSI HR. Dr. Wilhelm Margreiter
Univ. Prof. Dr. Richard Olechovski
MR Dr. Klaus Satzke
Dr. Brigitta Scheiber
OR Dr. Wilhelm Wolf

APPENDIX 2

SCHOOLS VISITED

Volksschule
1, Börsegasse 5:
Dr. Ursula Berger
Robert Bishof

Volksschule
1, Zedlitzgasse 9:
Renate Glogovatz
Margrit Mayer

Volksschule
3, Strohgasse 15:
Brigitte Mathauser
Elisabeth Leskova

Volksschule
8, Pfeilgasse 42b:
Andrea Dojcsak
Christine Wiedermann

Volksschule
9, Grünentorgasse 9:
Eleonora Matlach

Volksschule
9, Gilgegasse 12:
Christiane Gams
Raina Seboth
Renate Lindtner
Christine Kremser
Gerda Mayerhofer
Susanne Kasamas

Volksschule
10, Carl-Prohaska-Platz 1:
Irmgard Bäuerle

Volksschule
10, Georg-Wilhelm-Pabst-Gasse 2a:
Susanne Radek
Elisabeth Schobanez

Volksschule
11, Rzehakgasse 9:
Monika Zahalka
Petra Beroli-Parlov

Volksschule
11, Florian-Hedorfer-Straße 20:
Evelyne Wiltschek
Helga Gunegger

Volksschule
12, Am Schöpfwerk 27:
Susanne Kuchta

Volksschule
14, Mondweg 73-83:
Ursula Prader
Brigitte Hofbauer

Volksschule
17, Kindermanngasse 1:
Brigitte Moser
Elisabeth Riffel
Andrea Rieß
Elisabeth Nevyjel

Volksschule
17, Rötzergasse 2-4:
Elisabeth Furch
Judith Nußbaumer
Claudia Koller
Claudia Solar

Volksschule
20, Pöchlarnstraße 12 und
Ingrid Jung

Volksschule
20, Spielmanngasse 1/11:
Elisabeth Lindtner

Volksschule
21, Schillgasse 31:
Ingrid Kanov

Volksschule
21, Herzmanovsky-Orlando-Gasse 11:
Sigrid Jarmer
Brigitte Bintinger

Volksschule
22, Breitenleer Straße 263:
Eva Sternad
Silvia Tillich
Isabella Weyer
Hilde Boyer

Volksschule
22, Konstanziagasse 24-26:
Marianne Wilhelm

Volksschule
23, Kirchenplatz 2/3:
Elisabeth Kunz

APPENDIX 3

FILMS

INFORMATION

The following films will be shown in lecture-room I/1st floor, on Thursday, 30 March 1989, between 2 and 7 pm.

time	title	presented by
14.00-14.25	forms of open learning	GARTNER Josef
14.30-14.55	free learning phase - a model of open learning	HAMMERER Franz KUNZ Elisabeth
15.00-15.25	self-dependant learning in free working phases	Dr. WEINHÄUPL Wilhelm
15.30-15.55	child appropriate forms of learning	Dr. JOPPICH Ernst
16.00-16.20	open forms of firsts reading and writing courses	PFEISTLINGER Liselotte
16.25-16.45	maths teaching in elementary school (getting information, circumference, square dimension)	Dr. LOBENDANZ Alois GASTBERGER Hans
16.50-17.10	about the work in a class of integration	Dr. WEISS Manfred
17.15-17.30	about the work in a lowly organised elementary school	SALZER Gudrun
17.35-18.00	Grünmandl's class forum (work in a class forum)	Dr. PLÖSSNIG Franz
18.05-18.20	individual assessment of capability	GRABHER Norbert
18.25-19.00	my home district (presentation of a project)	ZAHALKA Monika

APPENDIX 4

PARTICIPANTS IN THE WORKING GROUPS

Working Group 1

1. Professor Gabriele BAUER
2. Bezirksschulinspektor Joseph BERTSCH
3. Bezirksschulinspektor Franz JAROLIM
4. AV LPA Dr. Alois LOBENDANZ
5. VL Beatrice MARIK
6. Dr. Ingrid NEUMANN
7. Professor Bruno ÖTTL
8. Dr. Antonis PAPADOPOULOS
9. VOL Dr. Elfriede PIRCHNER
10. Professor Dr. Franz PLÖSSNIG
11. Rätin Dr. Doris RANFTL-GUGGENBERGER
12. Bezirksschulinspektor RR Erwin REBHANDL
13. HSL Dr. Gottfried REISINGER
14. Professor Gunda SCHALER
15. Bezirksschulinspektor RR Hannes STEINBERGER
16. Bezirksschulinspektor RR Egon WEINBERGER
17. Professor Dr. Wilhelm WEINHÄUPL

Working Group 2

1. Professor Bernard BARBEREAU
2. VOL Helma BROWNSTONE
3. Bezirksschulinspektor Gerhard BRUMMER
4. Bezirksschulinspektor RR Hans-ECKER
5. VL Günther BRUNNER
6. Professor Leopold EIBL

7. Direktor Reinhold HARING
8. Bezirksschulinspektor OSR Werner KOCH
9. Professor Erwin LACKNER
10. VD Franz NÖSTERER
11. Volksschuldirektor Christine PAUSKA
12. Ministerialrat Mag. Dr. Sepp REDL
13. Volksschuldirektor Gudrun SALZER
14. Landesschulinspektor Mag. Herbert SAXINGER
15. Volksschuldirektor Franz SCHEUCHL
16. VD Elisabeth SCHREINER
17. VD Inge STROTZKA
18. VD Susi SZEREMETA
19. Professor Mag. Dr. Manfred TEINER
20. VD Klaus TRENKWALDER
21. Bezirksschulinspektor Dr. Walter WEIDINGER
22. AV Richard WERNER
23. Hauptschullehrer Dr. Martin WIEDEMAIR
24. Mr Dr Paul DIESCH

Working Group 3

1. VL Elke BÄRNTHALER
2. Univ. Dozent Dr. Ernst BERGER
3. Margot BLOM (Anstelle von Peter Honeth)
4. Oberschulrat VD Josef BRANDL
5. Professor Dr. Josef FRAGNER
6. Univ. Professor Dr. FEUSER
7. Professor Dr. Rainer GAUSZ
8. Oberrat Dr. Heinz GRUBER
9. ÜL Rudolf KREINDL

10. SL Brigitte LEIMSTÄTTNER
11. Professor Manfred PINTERITS
12. VL Josef PRABL
13. Bezirksschulinspektor Dr. Robert RADA
14. VL Andrea SANDNER
15. Bezirksschulinspektor Gerhard TUSCHEL
16. Univ. Dozent Dr. F. WEYERMÜLLER
17. Dr. Manfred WEISS
18. Univ. Professor Dr. Ilsedore WIESER
19. SD Ladislaus ZANGERL
20. Dr. Hans LEEB

Working Group 4a

1. ÜOL Thomas AUER
2. Bürgermeister BSI Ewald BIEGELBAUER
3. Professor Johann EDER
4. Univ. Professor Dr. Wolfgang EINSIEDLER
5. VL Willi ERNST
6. Professor Christine FEIT
7. AV Dr. Gerhard GRAF
8. Av Richard HASLINGER
9. Direktor Dr. Ernst JOPPICH
10. VOL Elisabeth LABACK
11. Professor Inge LUSTIG
12. VL Gertrude RAFFERZEDER
13. VD Brigitte REISCHL
14. Oberrat Mag. Gerhard SCHERBAUM
15. VD Christine WALLNER

Working Group 4b

1. VSOL Anna BAUMGARTNER
2. VL Waltraud DUNGL
3. Professor Franz Paul ENZINGER
4. ÜSL Hildegard ETL
5. Abteilungsvorstand Mag. Josef FREUND
6. VL Eva-Maria FREY
7. AL Dr. Herbert HARBERL
8. VL Ingrid KERSCHBAUMER
9. Professor Hans-Josef LURGER
10. VD Dr. Sieglinde PLÖSSNIG
11. Dr. Brigitta SCHEIBER
12. LSI OStR Konrad SCHWEINBERGER

Working Group 5

1. Oberrat Dr. Dieter ANTONI
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3. Volksschuldirektor Helmut BRUNNER
4. VL Ingeborg BÜRGER
5. Burghild DENGG
6. Volksschuldirektor Jakob FEUERSTEIN
7. VOL Hedvig FOERSTER
8. ÜVS-Lehrer Gudrun FRITZ
9. Abteilungsvorstand Hans GÄNZER
10. VD Amalie GASTBERGER
11. Direktor Walter HASELMANN
12. VOL Elfriede HOLZAPFEL
13. Professor Gertrude HUBER

14. VD Gerlinde KARAS
15. Landesschulinspektor Dr. Fritz KRUTZLER
16. Professor Magda NETZER
17. Bezirksschulinspektor RR Alfred PFEIFFER
18. Professor Josefine PLAMMER
19. Volksschuldirektor Hans RABACHER
20. Landesschulinspektor HR Dr. Josef STEIDL
21. AV Professor Dr. Erich TRIBL
22. VD Irene ZELE

Working Group 6

1. Professor OStR Ludwig BOYER
2. VD Burghild DENGG
3. Professor Lilo PFEISTLINGER
4. Professor Dr. Marianne FIELD
5. Professor Elisabeth GRONISTER
6. VD Erich HANDSCHUH
7. Professor Johanna HLADEJ
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9. Professor Gerlinde JOCHUM
10. Professor Dr. Johanna JUNA
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12. SR Carmen PROMEGGER
13. Rätin Dr. Helga REINISCH
14. Bezirksschulinspektor Annemarie REYSACH
15. Professor Helga SCHMITZER
16. Professor AL Dr. Gunthild SCHMÖLZER
17. HL Konrad UNGER
18. LPL Dr. Gabriele ZUNA-KRATKY

Working Group 7a

1. Hauptschullehrer Dr. Michaela BUCHBERGER
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4. Magister Karin GROSSMANN
5. Hofrat Karl HAAS
6. Professor Dieter HOHENEGGER
7. Direktor Dr. Wolfgang HÜBL
8. Professor Mag. Herbert KANZ
9. Professor Mag. Franz KLAGER
10. Professor Ernst KRONSTEINER
11. Professor Albert LOSER
12. Professor Mag. Herbert MARTH
13. Abteilungsvorstand Dr. Heribert MICHL
14. Ministerialrat Mag. Elisabeth MORAWEK
15. Professor Dr. Erika MÜLLER
16. VL Gerhard SAILER Gerhard SAILER
17. Abteilunsgleiter Helmut WALLMANN
18. Landesschulinspektor OSR Ernst WIESER

Working Group 7b

1. Professor Mag. Dietmar ENDSTRASSER
2. Professor Hans GASTBERGER
3. Abteilungsvorstand Josef HAUSER
4. Professor Mag. Alfred HÖLBLING
5. Direktor Dr. Wolfgang HÜBL
6. Professor Magister Heidi HUDABIUNIGG
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8. Landesschulinspektor Friedrich LEITNER

9. Professor Mag. Marlies LIEBSCHER

10. Bezirksschulinspektor RR Dr. Hans MAUKNER

11. Abteilungsvorstand Dr. Heribert MICHL

12. Professor Mag. Margarete RASCH

13. Professor DDr. Erwin RAUSCHER

14. Professor OStR Wilhelm SCHWARZ

15. Landesschulinspektor OSR Ernst WIESER